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ABSTRACT

Guidelines are given for planning the elementary social studies curriculum and organizing the classroom in order to promote full understanding of social studies concepts. The book was designed for New York state elementary teachers to use in conjunction with the state guides on social studies understandings. However, this book can be a model for any teachers in planning social studies curricula which encourage in-depth inquiry, substantiation of conclusions with significant data, and individualized approaches to problem solving. A correlated approach is recommended which stresses interdisciplinarity and a flexible time plan with each child's skill development and interest. The learning environment must be stimulating through teacher enthusiasm, opportunities for social interaction, individual student participation, and proper choice of materials. Use of a unifying theme in presenting interdisciplinary materials and concepts will help students to see the relationships between various interest areas and content areas. The book shows how to plan and chart appropriate sequential units and resources, taking into consideration individual student needs, interests, competencies, and confidences. Evaluation methods emphasize student-teacher discussion of progress as well as observation and testing. It is imperative that teachers be skilled in a variety of teaching techniques to fit the needs of various children. Administrators must encourage communication between parents and teachers, and promote school-community interaction. (AV)

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Planning for Social Studies in Elementary Education.

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FOREWORD

It is apparent from existing problems that many people are unable to understand and cope with today's complex world. What problems then must lie ahead for the adult of tomorrow? In all probability, even the job at which today's elementary grade pupil will work as an adult has not yet evolved. The elementary school teacher must be concerned with educating the child of today for a life in a future which is difficult to imagine and cannot be predicted in any positive detail.

No thoughtful teacher will underestimate the need for a future-oriented program, especially in the social studies. The time lag from learning at the elementary school level and entrance into the adult world demands that the social studies be future oriented and effectively developed. By acquiring the analytical tools and understandings of the various social sciences, the child will be better able to cope with life now and in the future. To assist the teacher and the young learner, the following ideas contain factors which, if developed, contribute to good teaching and effective learning in the social studies.

The ideas included in this bulletin are structured so that they may be used by a teacher in an open setting or in a more formal context. They may be developed by the self-contained classroom teacher as well as team-teaching members. This bulletin is designed to open up awareness to alternative ways of teaching and learning and offer suggestions for implementing these in elementary schools.

The Department wishes to extend its appreciation to Joseph Murphy, Lake George Elementary School, who prepared the original manuscript. The staff of the Bureau of Social Studies Education reviewed the manuscript. Dorothy M. Foley, associate, Bureau of Elementary Curriculum Development, contributed material to the manuscript and prepared it for press.

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INTRODUCTION

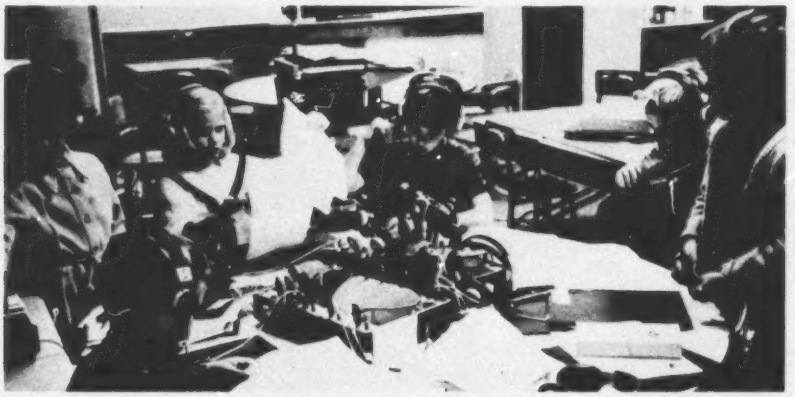
The social studies program as presented in the Department's publications "Social Studies K-3" and "Social Studies 4-6" is designed to help children develop understandings as to how and why people live as they do in our own and other cultures. It is multidisciplinary in nature and seeks to highlight and interpret basic ideas and understandings drawn from anthropology, economics, geography, history, political science, and sociology. It seeks to build and maintain competency in those skills which are essential to understanding of material drawn from the various disciplines. Specialized reading skills, effective use of reference materials, using maps and globes, understanding and using graphic representation of information and ideas, and development of organizational and communication skills are an integral part of the social studies program.

It is suggested that, before teachers plan for the teaching of social studies in their particular situation, they become thoroughly familiar with the scope, sequence, and problem-solving approach presented in the State guides and local adaptations of these. Such familiarity will give the teacher the framework and starting point. It will help her to see the overall program, put learning in perspective, and plan dynamic experiences for the children with whom she is working.

In planning social studies experiences that allow flexibility to meet emerging needs and interest of the children, the teacher will want to keep in mind the long range goals of the program. Experiences need to be designed which will focus attention on desired behaviors such as:

- welcoming new experiences and challenges.
- being open to new ideas.
- being able to receive and express ideas.

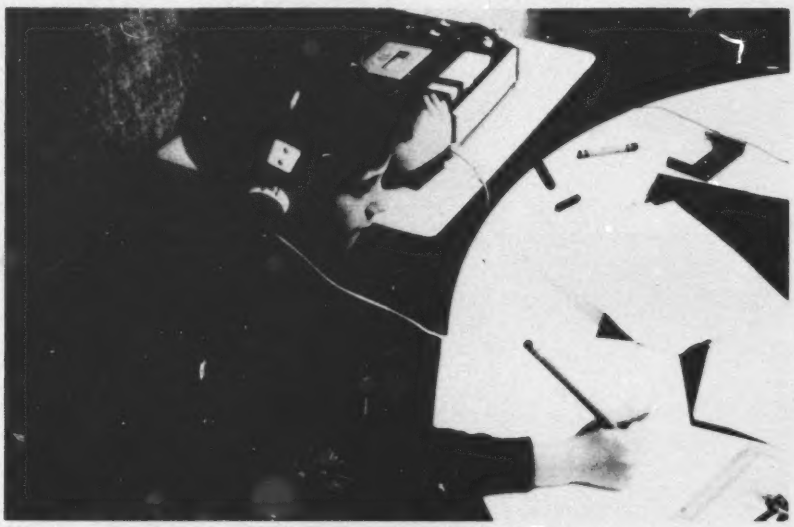
·recognizing need for change.
·understanding and applying the process for making orderly change.
·adjusting to change.



·developing and maintaining values consistent with beliefs.
·being willing to examine values objectively.
·being willing to accept the risks of commitment.

·making decisions based on accurate data and/or latest information.
·staying with a task until it has come to a conclusion.

·willingness to accept social responsibility.
·being able to benefit from independence.
·analyzing failures in an objective way.



·developing life-long learning skills and attitudes.
·participating in life, not just talking about it or watching it.

The suggestions presented in the following pages are based on "Social Studies K-3" and "Social Studies 4-6," available from the Bureau of Elementary Curriculum Development, State Education Department, Albany, New York 12234. These suggestions assume that:

- the child has a need to learn more about the environment.
- the child learns continuously throughout life.
- the child learns individually but lives socially, maintains an interest in and a need for community.
- the child learns in school and out of school - formally and informally.
- the child has a need for attitudes and feelings as well as content.

- content includes the knowledge that a child should or needs to know or could know.
- content includes what a child needs to know how to do very well.
- content includes attitudes and feelings which allow the child to use his knowledge and skills to participate in building a better life.
- content helps the child mediate his environment now and in the future.

- the fundamental ideas of the social sciences are acquired over a long period of time and progress through stages or levels of development.
- the ideas of the various social sciences become meaningful guides to interpreting the environment when they have been internalized through action and discussion.

TEACHING FOR UNDERSTANDING

"Social Studies K-3" and "Social Studies 4-6" are based on the development of concepts and understandings. This approach grows out of a realization that the content of social studies is vital to the child only when it helps him to better understand the world, its peoples, and its problems. It assumes that there are generalizations that can be made and that there are open-ended questions. Teaching for understanding in the social studies necessitates teaching techniques which encourage in-depth inquiry, substantiation of conclusions with significant data, and individualized approaches to problem solving.

Teaching for understanding is an intention to assist children to:

- utilize many ways to learn and demonstrate mastery.
- integrate learning.
- focus on knowledge and skills generalizable from one discipline to another.
- develop a positive self-concept through the development of competencies.
- pursue learning to the highest level possible at each state of development.

Teaching for understanding in the social studies assumes that:

- social studies concepts and ideas are acquired over long periods of time.
- learning in social studies is an active process.
- integration of learning is important.
- learning time extends beyond teaching time.
- knowledge and skills selected are important.
- areas of inquiry are important to the learner.
- there is a time for direct teaching and a time for non-intervention.
- there is a time for discovery and a time for telling.
- children may begin and end inquiry at different times.

Teaching for understanding is based upon the teacher knowing:

- the scope and sequence of the social studies.
- the skills peculiar to the social studies.
- what is to be taught.
- the resources available.
- who is ready to profit from instruction.
- that learning is an integrated process.

The following pages offer some suggestions for planning and organizing for teaching for understanding in the social studies.

THE CORRELATED APPROACH

The correlated approach is based on the premise that the various areas of the curriculum blend together to form the whole. The skills and concepts explored in mathematics are related to and utilized in the social studies and vice versa. Language arts competencies and social studies concepts are part of everything the child does. The graphic and performing arts are viable ways of receiving and expressing ideas. The interrelationship of the various disciplines lends meaning and substance to the child's learning.

The correlated approach provides an opportunity to combine knowledge and skill development with a child's interest within a flexible time plan. It is an interdisciplinary approach where it is often difficult to distinguish which area of the curriculum a child is working in at a particular time and few children are working on the same project at the same time. As the various subjects flow together, time becomes flexible.

The correlated approach offers an effective framework for providing the learner time to learn and the teacher time to teach. Free from artificial time periods, a learner is able to pursue learning in-depth at a time when it is most meaningful to him. With adequate time to work, the pupil may be free to develop his ideas in his own best way. Perhaps he may feel secure to invent or synthesize more effective ways to live and learn.

The teacher, through a correlated approach, is better able to use a child's interests and previous successes to build concepts and skills. By observing growth and listening to ideas, a teacher may utilize the concept of readiness to build direct teaching experiences on what the child is ready for and interested in learning. The correlated approach provides a teaching dimension which allows a teacher to structure learning on the basis of what the pupil can learn, while building up the readiness for what he could learn.

Correlated approach:

- releases a child to learn at a time that is important to him.
- releases a teacher to teach individually, in a small group, or in a large group.
- releases the teacher to work with a learner at the most profitable time.
- provides a time plan which combines a child's interests and needs with competence as a basis for instruction.
- releases the learner to use the arts as a viable way of expressing and receiving ideas.
- releases the learner to develop social responsibility.
- releases the learner to use many resources.

THE LEARNING ENVIRONMENT

The social studies program is based on teaching for understanding. It aims to go beyond exposure to in-depth inquiry. In order to do this, a learning environment must be created so that the child establishes relevant goals and a means for reaching these goals. Initiating activities may be provided by the teacher, another adult, a child, or by the individual himself working toward a specific goal. This motivation may be accomplished through:

- putting oneself into high gear.
- being a motivated teacher.
- being sure that predetermined objectives are within the children's range of understanding.
- teacher commitment.
- being sure that concepts are within pupil's interests range and probable priorities.
- having suggested activities within children's competency levels.
- maintaining performance levels which are consistent with pupil's and teacher's feelings of adequacy.

After careful analysis of goals, objectives, and children's interest, the physical environment is set to facilitate exploration, discovery, interactions, and closure. Materials are placed in the room to:

- provide situations where there is successful social interaction.
- generate ideas through interaction with the environment.
- complement the intrinsic drives of the learners.
- provide information, data, questions, and answers.
- use the idea of the newly familiar.
- utilize the power of doing.

In choosing materials, great care needs to be taken so that the child is not overwhelmed and at the same time has the materials he needs to achieve his goals. This is accomplished through being sure that:

- the placement of materials is well timed.
- the choice of materials is based upon teacher's and children's purposes.
- the materials are attractively arranged.
- the materials are organized to facilitate use and neat storage.
- the materials are multi-level in difficulty.
- the materials are as realistic as possible.
- a wide variety of realia, books, texts, audio-visual, teacher and child-made materials are available.
- there is ample raw material for the child to create his own interpretations.

A child learns most effectively when he interacts with a rich stimulating environment designed to utilize what he can do. Experiences and manipulative materials in such an environment are designed to match the level of thinking of the child and there is a planned link to previous experiences so that a continuity of learning is maintained. Through interaction with people and materials, the child discovers, plans, questions, practices, and evaluates learning.

Having opportunities to relate to the teacher or other adult as an individual, to another child on a one-to-one basis, and to the larger group on a continuing basis is all part of an effective learning environment. Being able to talk and share with others helps the child to grow socially and emotionally as well as cognitively.

Each child learns in his own unique way. Relevant experiences based on individual learning styles as well as upon each child's needs, interests, and abilities lend reason and support for the child to learn and to reach his goals. The organization of these learning experiences by the teacher gives form and substance to the child's educational program. A child may learn through discovery, but he cannot discover everything. Inquiry must be skillfully guided as the child slowly develops concepts which mediate

his discoveries. A child may learn through experience, but it is the quality of the experience that is important and it is teacher competence which is a crucial factor in maintaining quality.

THE UNIFYING THEME

A unifying theme is a framework which functions as a guide for managing teaching-learning experiences in elementary social studies. The unifying theme utilizes the structure of unit-teaching to meet the emerging needs of a learner or his group without undue reliance on conformity. By lending itself to structure and flexibility, a unifying theme approach encourages diversity within manageable limits. It is an instrument by which the teacher and the learner may be better able to establish the parameters within which learning may be best achieved.

Due to the increased rate of new knowledge and changes in society today, numerous teaching-learning possibilities now exist. The basic teaching task may be not so much in coming up with things to do or ideas to learn but with selecting the content, skills, and attitudes which may be most useful to the learner. As an aid in selecting a successful unifying theme the following questions may be helpful:

- Will the unifying theme lend itself to developing the fundamental ideas of the various social sciences?
- Will the theme lend itself to emerging individual interests?
- Will the theme provide a functional framework for developing useful knowledge, skills, and attitudes?
- Will the theme encourage activities that will help the learner to understand himself and his friends?
- Will the theme be of interest to the learner at this level?
- Is the learner able to identify with the theme with the intention of finding out more about it?
- Will the theme be building on previous understandings and experiences?
- Will the theme involve the learner in learning how to do things?
- Will the learner be able to benefit from working in the theme area?
- Will the theme lend itself to the development of work-study and process skills?
- Will the theme lead the learner to further inquiry?
- Will the theme develop ideas in a cohesive style?
- Will the theme provide correlation with other areas of study?
- Are ideas to be developed within the theme generalizable?
- Is the teacher knowledgeable about the theme?
- Does the theme interest the teacher?

Unifying themes may be arranged in a tentative yearly plan which will facilitate:

- gathering of materials.
- selection of resources.
- identification and scheduling of resource persons.
- scheduling of audio-visual equipment.
- ordering of movies.
- preparation of questions.

Themes may be planned:

- by one teacher alone.
- by team members.
- by an expanded team.
- with the children.

Theme planning may be accomplished by:

- brainstorming ideas.
- structuring planning time.
- agreeing to agree.
- recording what is done.

A tentative plan helps a teacher to:

- provide readiness experiences.
- provide concrete experiences.
- build up learning structures.
- develop specialized vocabulary.
- communicate with the community.

A tentative plan helps the learner:

- becomes aware of inquiry choices.
- select areas of study.
- gather materials.
- understand what he is going to learn.

A unifying theme is composed of:

- an integrating idea.
- interest area units.
- personal areas of inquiry.

A unifying theme will contain:

- some factual work.
- some creative work.
- some work-study skills.
- some process skills.
- integration with other areas.

A Tentative Plan for Unifying Themes for Primary Grades

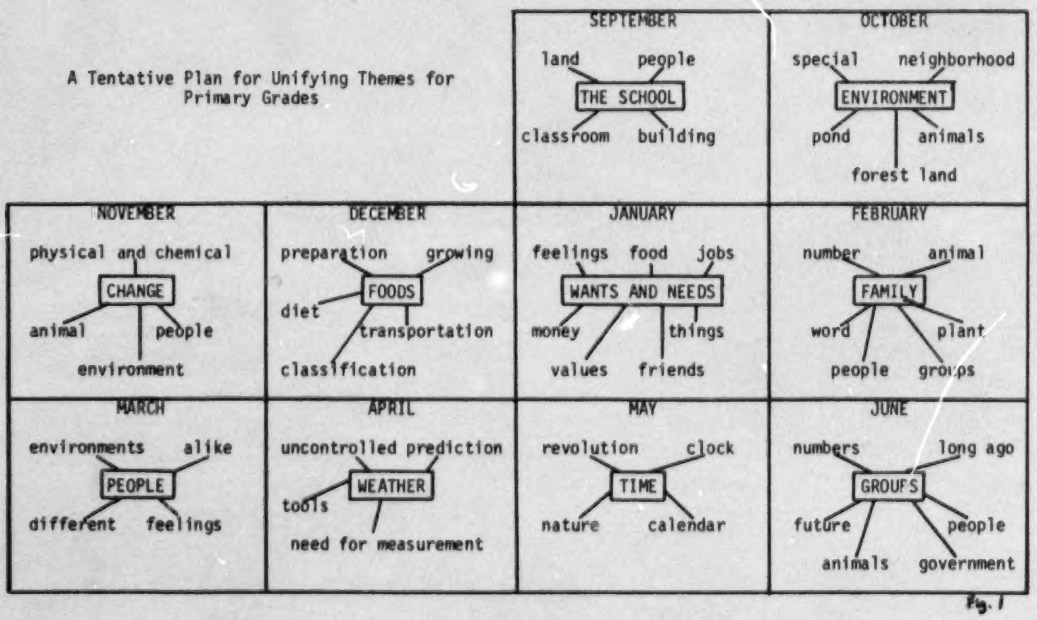


Fig. 1

Areas of study in the social studies are quite general in nature - the neighborhood, communities near and far, major cultural regions in the western and eastern hemispheres. Topics for specific study are open-ended enough to allow the interests of teachers and pupils to determine the phases that will be pursued in depth. By basing the program on a unifying theme, implementation can be devised which will provide for emerging needs and interests of children, integration with other curricular areas, and for individual and small group pursuits.

A structure built on a social studies theme will:

- encourage diversity within manageable limits.
- allow flexibility to meet emerging needs.
- provide a framework for diversity while working towards closure.
- provide control without an undue reliance on conformity.
- represent units of thought which may be viewed from several angles.
- encourage pupils and adults to relate to each other as individuals.
- match predetermined and emerging goals.
- generate individual development based on intrinsic motivation.
- utilize individual, small group, and large group instruction.
- allow for use of many teaching methods and development of different learning styles.
- incorporate a variety of learning materials.
- provide a focus for an interest center.
- allow a child to generate activities and interests, learn from another child, teacher, material, or other adult.
- provide closure for the individual.
- plan for the transient learner
- provide an opportunity for the child to make choices and decisions.

Cumulative Chart of Intended Learning Outcomes The Family	
THE FAMILY FULFILLS IMPORTANT ECONOMIC, SOCIAL, AND POLITICAL NEEDS. A family is a social institution comprised of any combination of adults and children. There are many different sizes and compositions of families. Food, clothing, shelter and love are provided by the family. Family wants and needs change depending on family composition, values, education, occupation, income, etc. All family members are consumers but all may not be producers.	A NEIGHBORHOOD IS AN AREA WITHIN THE VICINITY OF ONE'S HOME. Neighborhoods have different physical characteristics. Some land is used for streets and buildings. Some land is used for recreation, farming, and mining. Land use depends on availability and demand, price, government rules and regulations, and location. A neighborhood has unique features. Communities differ in resources as well as climate.
THE CONFLICT BETWEEN UNLIMITED WANTS AND LIMITED RESOURCES IS A BASIC ECONOMIC PROBLEM. Families' wants and needs change. All people need food, clothing, and shelter. Wants are unlimited. People have to make consumer choices. Since a family's wants exceed their resources, adults usually decide what is most important In some places, the choice of goods and services is limited. Factories and businesses produce a variety of goods and services. Families buy many goods and services through the government.	PEOPLE HAVE UNLIMITED WANTS BUT LIMITED RESOURCES All people have wishes and wishes are continually changing. Some people have few choices of goods and services. The choices of goods and services are continually changing. Not all people have the same natural resources, customs, and technology with which to meet needs. Most people want more than they have, so they must make choices. In making choices, it is crucial to learn what is important and what is less important.

Fig. 2

Within each unifying theme it is important to delineate the intended learnings. These are the basic understandings that each child participating in the unit should assimilate.

A cumulative chart of intended learning outcomes is a statement of expected outcomes that may:

- be a source of predetermined objectives.
- serve as a recording device by the teacher.
- be a reporting document to parents and others.

The chart may:

- contain a set of predetermined intended learning outcomes.
- be extended as emerging objectives flow from individual or group inquiry.
- contain the specialized vocabulary of social studies.
- be added over a period of time.

A GUIDE FOR PLANNING ACTIVITIES

For effective learning in the social studies, specific experiences need to be planned on the basis of children's needs, interests, abilities, attitudes, and previous experience with the intention of structuring learning experiences to develop generalizations, concepts, facts, process skills, work-study skills, and attitudes. To help the teacher plan, a guide is needed to coordinate group needs, interests, and attitudes; organize content; integrate learning; organize resources.

Name_____ Beginning Date_____ Tentative Ending Date_____			
Theme or Topic_____			
Needs	Interests	Competencies	Confidence
Sources of Information			
Books		Filmstrips	Records
Interview		Observation	Other
Learnings			
Vocabulary		Facts	Processes
Generalizations		Concepts	

Fig. 3

Needs of a learner may be physical, such as a need to be close to a speaker or have more time for motor development. A need may be emotional such as the inability to relate to feelings of others or to talk through a problem. A need may be cognitive such as recognition of blends or comparing different neighborhoods.

Interests represent those activities and areas in which a child desires to participate. Interests may be in activities such as play, modeling, coloring, or reading; or interests may be topics such as dinosaurs, cowboys, cars, boats, etc. Wherever an interest is, it represents an area where it may be profitable to teach directly.

Competencies represent those things that a child can do well. Competent skills application allows the child to work quickly and accurately. By being able to do things well, the child may feel secure to seek alternatives.

Confidence refers to the degree the child is willing to accept new challenges and responsibilities as well as utilize those skills and competencies he has. Some children need to be continuously reassured that what they are doing is acceptable to others. Some children feel most comfortable doing what they have done before and need great encouragement to approach a new experience or activity. Some children are over-confident, try to do more than they are able, and become quickly frustrated.

CHARTING RESOURCES

In order to coordinate resources with learning activities, it may be helpful to list resources available. Organizing these by unit will give the teacher a file of resources available pertinent to a particular area of inquiry. Including work-study skills involved in the use of a particular resource will aid in assisting children to use the resource most effectively.

Charting resources, their sources, and related work-study skills provides:

- identification and location of resources.
- a quick scan of available resources.
- an indication of resource usage.
- coordination of resources with teaching/learning objectives.
- a document supporting learning.
- an instrument for reporting to parents.

Unit: Families
Area: People
Objective: To understand that the family is a social institution which may be comprised of any combination of adults or children and adults

Resources	Source	Work-study Skills
Encyclopedia	School Library	Using encyclopedia to locate specific information.
"Families are Different"	Filmstrip Library	Listening and recording observations.
Pictures of Families Long Ago	Local Museum	Observe size and structure of various families.
Book written by Jack Daly	Classroom Library	Comparing ideas. Note table of contents.
Peers	Classroom	Interviewing Classmates. Graphing information.
Trade Books	School Library	Reading for comparisons and contrasts.

Fig. 4

Unit: Environment
Area: Forests
Objective: To gain an overview of the process of lumbering and reforestation.

Resources	Source	Work-study Skills
Fieldtrip - Logging in the Adirondacks	Blue Mountain Museum	Initiating, planning, and participating in a field trip.
Consultant	Mr. John Daly, Conservation Officer	Interviewing to obtain specific information.
Pictures Depicting Various Stages of Logging	Picture File	Arranging pictures in sequence. Writing a story.
Textbooks and Trade Books	Classroom Library	Using table of contents and index, locating information.

Fig. 5

Unit: Families Area: People	Objective: To realize that families are found all over the world.	
Resources	Source	Work-study Skill
Pictures Showing Families Around the World.	Picture File	Reading pictures. Gathering information.
Globe. World Map	Classroom	Reading maps and globes for information.
"Families Around the World"	Filmstrip Library	Observing and listening for information.
Encyclopedia	Library	Selecting correct encyclopedia. Reading for information.
United Nations Slides	Mr. Hainey's Room	Gaining information from pictures.
Book Written by Melissa National	Classroom Library	Comparing ideas. Reading for information.

Fig. 6

One way to gather resources is to involve the children in the process. As they are using resources to pursue a particular area of study, they may be responsible for keeping a record.

Name: _____ Date: _____

Record of Significant Books Read

	Title	Author
1.	_____	_____
	Key Idea:	
2.	_____	_____
	Key Idea:	
3.	_____	_____
	Key Idea:	

Fig. 7

The children's records may provide:

- a resource for information.
- an area for later reference
- an integration of literature and social studies.
- an evaluation document.
- a reporting instrument to parents.
- an indication of reading motivation.

When used by the learner it:

- indicates areas of interest.
- serves as a guide to reading.
- serves as an evaluation instrument.

Once an interest area unit has been identified by a group or an individual, there is a need for teacher-pupil planning. Planning may be initiated by the learner or the teacher. A planning sequence may consist of:

- mapping the area of inquiry
- listing what is known about the topic (recorded by teacher or older pupil for primary children - may be filled out by older children.)
- listing questions to be explored (for young learners, record for them - older learners may complete their own.)
- listing resources for acquiring information.
- discussing ways of recording, translating, and evaluating data.
- listing and discussing ways of demonstrating to others what was learned.

NAME_____ TOPIC_____

WHAT I KNOW NOW

QUESTIONS

GETTING INFORMATION

Books:	Observation:
Filmstrips:	Interview:
Records:	Other:
Tapes:	
Magazines:	

RECORDING INFORMATION

Make a Tape:	Drawing and Writing:
Writing:	Other:
Drawing:	

SOME WAYS TO TELL OTHERS WHAT I LEARNED

Fig. 8

Each child may organize his time by discussing and filling in a tentative weekly schedule.

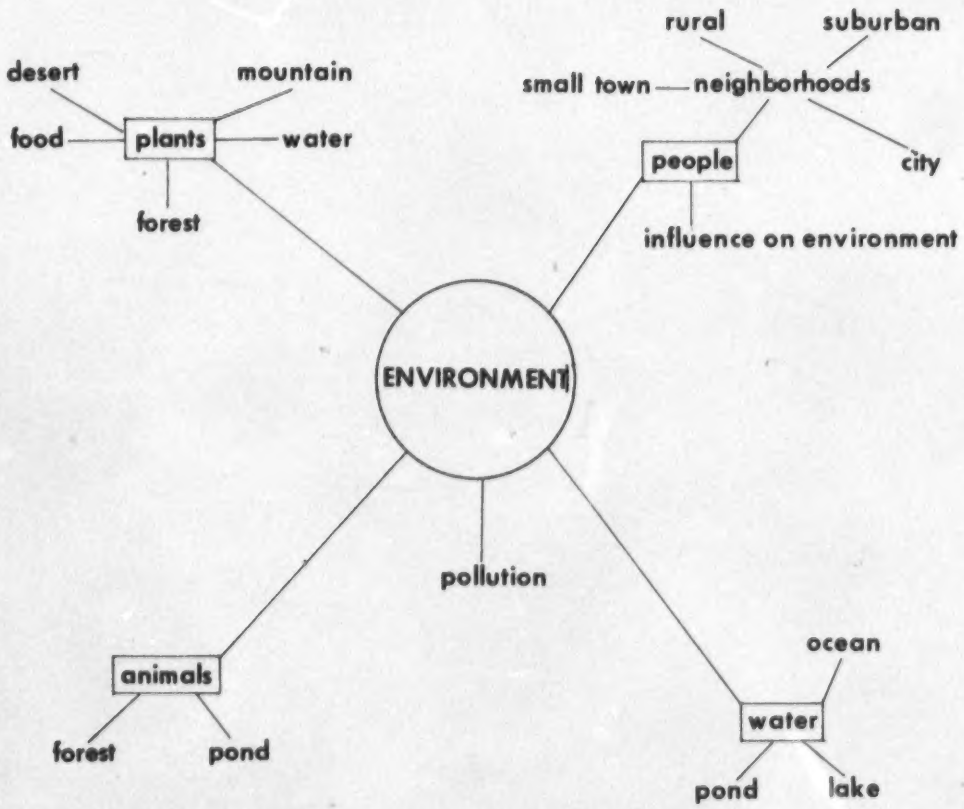
Example:

Monday	Tuesday	Wednesday	Thursday	Friday	Name / Day
					Needs / Activities
					Interests / Language and Reading Dev.
					Competence / Mathematics
					To Confidence / Project

Fig. 9

MAPPING THEMES

Utilizing the unifying theme approach to social studies provides structure and flexibility. General themes are quite broad and basic understandings quite global. Specific areas of inquiry and specific learning are fluid to meet the needs, competencies, and interests of individuals. In implementing the unifying theme approach, teachers may find it useful to map the unifying themes.



Through the children's reaction to the initiating activity, the classroom may structure into interest areas:

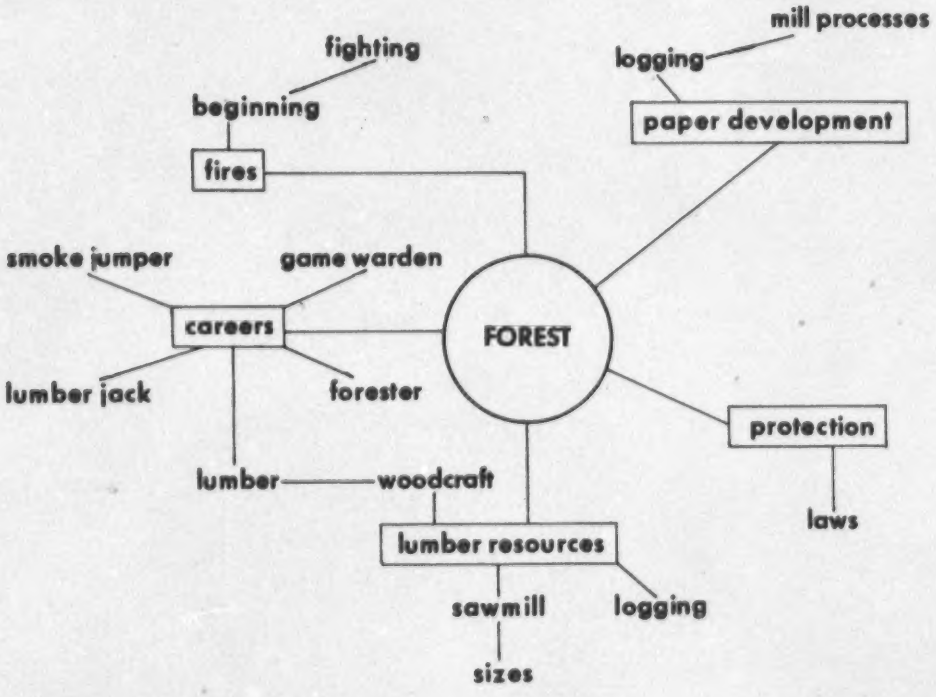
Example:

Plants / Neighborhoods / Animals / Water

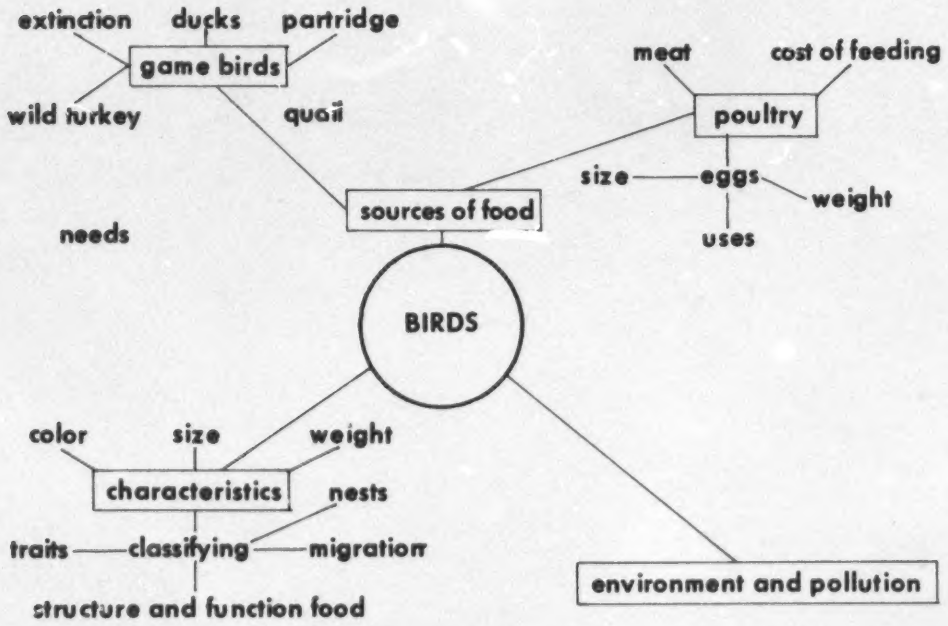
Through the interest areas, the individual or group areas of inquiry may be structured:

Plants	Neighborhoods	Animals	Water
as food sources	common comparisons	forest	ocean
structure and environment	rural	desert	pond
structure and function	suburban	ocean	lake
forest	city		river
	small town		canal

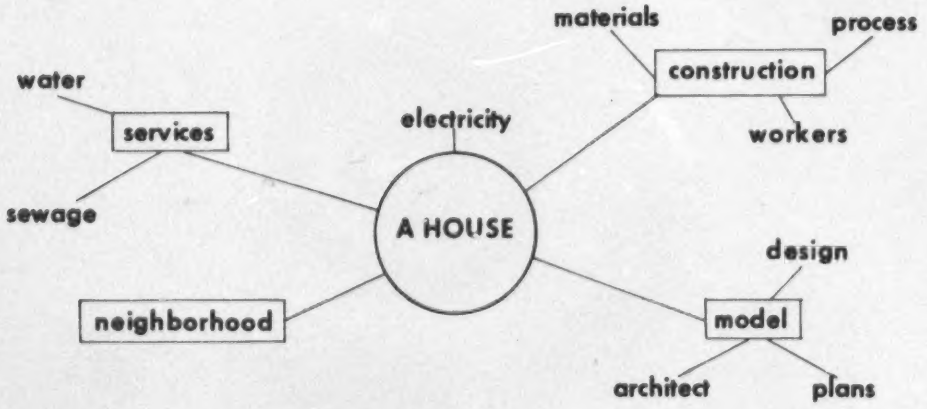
A group selecting the forest as an area of group inquiry might be structured something like this:



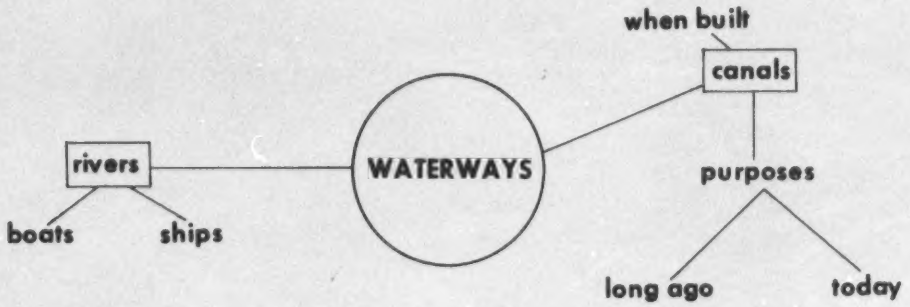
Within a group, a learner might choose to inquire in depth into birds. His learning program might be structured something like this:



Later in the year, members of the group interested in lumbering may follow the wood through construction of a home. The project might look like this:



A learner may use his understanding of man's interaction with his environment to explore ways waterways are used for transportation of goods. This extension of inquiry might be structured like this:



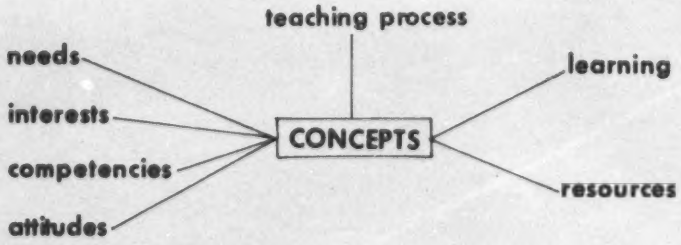
Learning in an interdependent environment may be facilitated by:

The teacher through:

simulation	questioning	television
role-playing	task cards	modeling
placement or realia	discovery	problem solving
concrete materials	inquiry	
direct teaching	programmed instruction	

The learner through:

process skills	inquiry	social interaction
using books	discovery	discussing
listening	observing others	programmed instruction
role-playing	play	simulation
manipulation of concrete material	problem solving	



EVALUATION

Evaluation is an on-going process which provides the teacher with the information she needs to determine individual pupil progress, program strengths and weaknesses, and the degree of her own success. This evaluation is based on predetermined goals and facilitates emergence of altered or new goals. It provides the teacher with the data she needs to make professional decisions.

Evaluative data is collected through:

- listening to what children say.
- observing individual children's choice of activities and materials.
- observing individual pupil's interaction with material.
- observing pupil-pupil interactions.

- keeping cumulative logs as a reminder of positive instances of each individual's development.
- continuously reviewing each child's work.
- questioning and suggesting.
- sharing feelings about progress and problems through individual teacher-pupil conferences.

- teacher made tests.
- standardized tests.

Not only does the teacher evaluate, but the child does, too. The child and his family want to know how well he is doing. The teacher can help the child assess his progress through:

- conferring with the child about his activities and production.

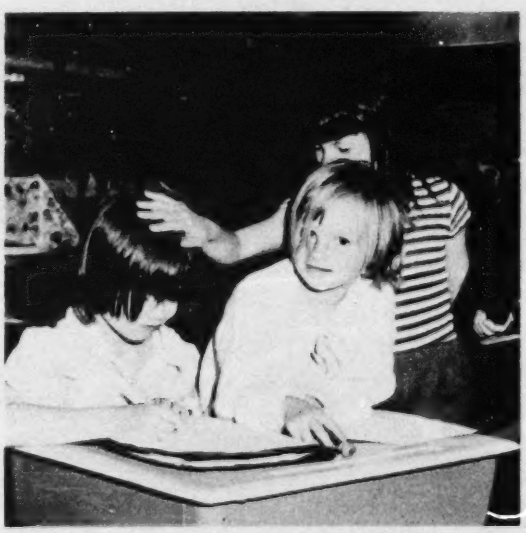
- guiding the child and his family in arriving at a realistic judgment of his work, capabilities, strengths, and weaknesses.

- recycling the child's work.

- assisting the child in keeping a folder of his work over a period of time for comparative purposes.

- encouraging pupil-pupil interaction.

- establishing a rapport with the children whereby they feel free to question, react, and share their feelings of pride and frustration with what they are doing.



Log of Child's Progress		Name	
Observing	Comparing	Classifying	Measuring
Recording	Relating	Predicting	Inferring
Space/Time Relationship	Estimating	Ordering	Use of Math Ideas
Evaluating	Justifying	Illustrating	Inventing
Generalizing	Hypothesizing	Discovering	Testing

Fig. 16

Work-study Skills to Support Learning in the Social Studies

Alphabet
- recognizes the capital and lower-case letters
- says alphabet in order
- writes alphabet in order

Word Usage
- classifies words
- uses nouns correctly
- uses correct tense

Ordering
- tells a sentence
- tells a short story in sequence
- puts objects in categories
- arranges wants according to values
- organizes tasks according to priorities

Use of Capital Letters
- capitalizes names of people
- capitalizes names of cities, states, and countries
- capitalizes names of streets
- capitalizes names of months
- capitalizes days of week

Book Use
- uses title as guide to content
- uses table of contents
- uses index
- recognizes fact and fiction
- skims

Listening
- listens for information
- listens for enjoyment
- feels mood of story
- retells a story in sequence
- can infer endings

Oral Communication
- expresses ideas in sequence
- uses adequate vocabulary
- adjusts vocabulary to purposes
- pronounces words correctly
- keeps to the point
- speaks with confidence
- is easily understood

Calendar Use
- makes up a daily plan
- makes a weekly calendar
- uses a calendar for special dates

Letter Writing
- writes his own address
- writes a business letter
- writes a friendly letter
- recognizes a need for letter form

Dictionary Use
- alphabetizes letters
- uses guide words
- reads word meanings

Reference Use
- selects books for needs
- uses key words to find information
- uses pictures for information
- reads captions
- translates ideas into his own needs

Written Communication
- writes in sentences
- writes in paragraphs
- keeps to the point
- writes legibly
- uses correct punctuation
- uses social studies vocabulary

Oral Reports
- knows his topic
- plans report
- uses audio-visual materials
- uses eye-contact
- speaks loudly and clearly
- uses effective vocabulary
- uses sentences
- sticks to his plan

Written Reports
- selects a topic
- uses different sources
- takes notes
- organizes ideas in sequence
- expresses ideas clearly
- uses suitable vocabulary

Fig. 17

THE TEACHER

As an effective teacher, one must be ready to structure carefully the learning environment based upon understanding of objectives, resources, activities, and individual children. Teaching in this sense is rigorous, consistent, and based upon the teacher's professional experience and development.

Under active learning conditions, learning is not a do-your-own-thing or an arts and crafts program waiting for the learner to decide when he wants to do what he wants to do. It is based on what the child can do, how he can best do it, and how the teacher can best facilitate this.

A young learner may learn formally or informally, alone or in a group, independently or under direct supervision, or in school or out of school. Whatever way is chosen to learn, one idea is consistent with all: learning develops from a previous experience. The learning structures built up through social and environmental interaction provide the readiness for accepting or rejecting new learnings. If the desired learning is too far removed from the child's experience, no response may be elicited at all.

Children learn through:

- manipulation of concrete materials and the use of realia.
- perception and intuition.
- observing others.
- play.
- active involvement.
- progression of concrete experiences.
- problem solving
- inquiry.
- discovery.
- programmed instruction.
- social interaction.
- direct instruction.
- reading, listening, speaking, and observing.
- discussing.
- experimentation.
- testing self in many environments.

One purpose of an open approach to teaching is to be able to teach a specific child at a particular time in the way the child learns best. In order to accomplish this the teacher must have a variety of teaching techniques. No one method is appropriate to all learning.

Teachers need to be skilled in direct teaching methods or procedures such as:

- talking or explaining
- questioning
- demonstrating
- guiding discussion
- directing activities
- using basic texts and other materials
- using programmed instruction
- using television and other technology

In addition, teachers need to be skilled in:

- introducing new ideas.
- motivating children to new challenges.
- providing children with ideas and suggestions.
- locating material and people resources.
- diagnosing children's strengths and weaknesses.
- listening to children.
- using intervention and non-intervention.
- organizing ideas and materials.
- managing a variety of activities at one time.

In order to do all this, the teacher needs to be knowledgeable in child development, learning theories, and the scope and sequence of the entire elementary curriculum. Then she needs to use the help available for specific techniques, for teaching particular skills, for planning learning activities, and for coordinating the program.

THE ADMINISTRATOR

The administrator is the educational leader and coordinator of the learning program. She sets the environment in the school, gives support to individuals and teams, provides assistance and suggestions to strengthen the program, and facilitates communications.

The school administrator needs to know the staff and children with whom she works. Knowing the strengths and weaknesses of the teaching staff, she is able to assist teachers in teaming, supporting each other, and meeting individual needs of children. Being aware of the talents of resource people, special teachers, non-teaching staff and para-professionals or aides, she is able to help teachers better utilize personnel resources. A familiarity with individual children provides the administrator with the wherewithal to assist teachers in providing for children with special problems or talents.

In order to provide realistic support, suggestions, and assistance, the administrator needs to be intimately involved with the instructional program. She does this through:

- planning with the staff individually and in small groups.
- utilizing staff meetings to discuss program.
- working with teachers in their classrooms.
- working with individual and small groups of children.
- communicating openly with the central office and board of education.

As one of the responsibilities of the administrator is to facilitate communications, it is important that she keeps an open door policy. Teachers, other staff, children, and parents should feel free to contact the principal concerning problems and achievements. In addition, the administrator can help improve communications through:

- encouraging teachers to keep in constant contact with the parents of the children with whom they are working.
- encouraging staff to call upon community members with special talents or interests to share these with the children.
- sitting with staff to discuss and find solutions to particular problems.
- keeping local news media informed of special projects or achievements in progress.
- conducting periodic meetings for parents to share with them the school's aims, goals, processes, successes, and frustrations.

The elementary school administrator is the leader of the school. The success of the program is dependent upon the decisions made.

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Social Studies Grade 4: A Teaching System

Social Studies Grade 5 Bibliography

Social Studies Grade 6: A Teaching System

Teachers in New York State may obtain free copies when ordered through their local school administrator.